

The Single Plan for Student Achievement

School: Pacific Valley School
CDS Code: 27-75150-2730133
District: Big Sur Unified School District
Principal: Gordon Piffero
Revision Date: October 2,2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Pacific Valley School's Vision and Mission Statements

School Profile

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Comprehensive assessment and analysis of data
Evaluation of improvement strategies
Ongoing monitoring and revision
Assessment results available to parents

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Provide staff development
Budget 10% of Title I for staff development
Provide highly qualified staff
Distribute experienced teachers
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Goals based on performance

Define objectives

Steps to intended outcomes

Account for all services

Provide strategies responsive to student needs

Describe reform strategies that:

- Allow all to meet/exceed standards;
- Are effective, research based;

- Strengthen core academics;
- Address under-served populations;
- Provide effective, timely assistance;-Increase learning time

- Meet needs of low-performing students

- Involve teachers in academic assessments
- Coordinate state and federal programs

- Transition from preschool

Provide an environment conducive to learning

Enable continuous progress

Acquire basic skills, literacy

Align curriculum, strategies, and materials with state standards or law

Provide high school career preparation

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Describe instruction for at-risk students
Describe the help for students to meet state standards

Describe auxiliary services for at-risk students

Avoid isolation or segregation

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involve parents and community in planning and implementing the school plan.
Advisory committee review and recommendations
Written notice of PI status

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Plan includes proposed expenditures to improve academic performance

18. Fiscal support (EPC)

Deserve centralized services expenditures

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	3	3	100.0	3	*	*	*	*	*
Grade 4	1	1	100.0	1	*	*	*	*	*
Grade 7	1	1	100.0	1	*	*	*	*	*
Grade 11	2	2	100.0	2	*	*	*	*	*
All Grades	7	7	100.0	7		*	*	*	*

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	3	3	100.0	3	*	*	*	*	*
Grade 4	1	1	100.0	1	*	*	*	*	*
Grade 7	1	1	100.0	1	*	*	*	*	*
Grade 11	2	2	100.0	2	*	*	*	*	*
All Grades	7	7	100.0	7		*	*	*	*

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			***** *	***					***** **	***	*****
Total			1	50					1	50	2

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	47.0	22.8	49.0		
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
Each student will achieve high academic standards. At a minimum: 5% increase of students will attain proficiency or better in English Language Arts by 2008, (75%) 5% increase of students will attain proficiency or better in English Language Arts by 2009, (80%) 5% increase of students will attain proficiency or better in English Language Arts by 2010, (85%) 5% increase of students will attain proficiency or better in English Language Arts by 2011, (90%)
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Ongoing student work products and informal classroom assessments• By January 2009 District will develop and administer Benchmark Assessments• Reading Results Assessment in grades K-6• 4 and 7 grade writing Assessment• Content Standards Test (CST's) in grades 2-11• CAHSEE• Woodcock-Johnson

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will implement the district-adopted, standards based language arts program, Open Court, on a consistent basis.	August – June 2007-2010					
During collaboration meetings, staff will focus on examining student work.	August – June 2007-2010					
Staff will administer Reading Results and District Benchmark Assessment in Language Arts using the districts testing window to determine growth in reading language arts during each trimester.	August – June 2007-2010					
Staff will consistently utilize the districts pacing guide in the implementation of instruction and monitor and adjust instructional pace according to student learning.	August – June 2007-2010					
Staff will provide classroom library books and school library books to increase and reinforce reading fluency, vocabulary, and comprehension at each student's individual reading level.	August – June 2007-2010					
The IEP goals of students participating in special education programs will be aligned to the state's academic standards.	August – June 2007-2010					
An ILP Plan with established goals for each	August – June 2007-2010					
Student will be completed each trimester of school	August – June 2007-2010					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will implement the SRA Open Court Reading and Language Arts Program.	August – June 2007-2010					
Staff will participate in professional in-service training relevant to standards-based literary and writing instructional strategies offered onsite, at the Monterey County of Education or other venues.	August – June 2007-2010					
Staff will use supplementary materials aligned with grade-level standards to support instruction in reading / language arts.	August – June 2007-2010					
Staff will consistently utilize collaborative team meetings to focus on program implementation and effective instructional delivery using curriculum assessments results and student work to determine instructional needs in reading language arts.	August – June 2007-2010					
Staff will consistently utilize frontloading and other strategies to help support language development for struggling readers.	August – June 2007-2010					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Each student will achieve high academic standards. At a minimum: 36% of students will attain proficiency or better in Mathematics by 2008 46% of students will attain proficiency or better in Mathematics by 2009 56% of students will attain proficiency or better in Mathematics by 2010 66% of students will attain proficiency or better in Mathematics by 2011
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Ongoing student work products and informal classroom assessments• By January 2009 District will develop and administer Benchmark Assessments• Content Standards Test (CST's) in grades 2-11• CAHSEE

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will implement the district-adopted, standards based mathematics program, California Math or Saxon Math, on a consistent basis.	August – June 2007-2010					
During collaboration meetings, staff will focus on examining student work.	August – June 2007-2010					
Staff will administer District Benchmark Assessment in Mathematics using the districts testing window to determine growth math strands during each trimester.	August – June 2007-2010					
Staff will consistently utilize the districts pacing guide in the implementation of instruction and monitor and adjust instructional pace according to student learning.	August – June 2007-2010					
Staff will provide classroom library books and school library books to increase and reinforce math concepts and understanding of math in everyday life at each student's individual reading level.	August – June 2007-2010					
The IEP goals of students participating in special education programs will be aligned to the state's academic standards.	August – June 2007-2010					
An ILP Plan with established goals for each student will be completed each trimester of school	August – June 2007-2010					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will implement the California Math program or Saxon Math in kindergarten through 12th grade.	August – June 2007-2010					
Staff will participate in professional in-service training relevant to standards-based math strategies offered onsite, at the Monterey County of Education or other venues.	August – June 2007-2010					
Staff will use supplementary materials aligned with grade-level standards to support instruction in mathematics.	August – June 2007-2010					
Staff will consistently utilize collaborative team meetings to focus on program implementation and effective instructional delivery using curriculum assessments results and student work to determine instructional needs in math.	August – June 2007-2010					
Staff will consistently utilize collaborative team meetings to focus on program implementation and effective instructional delivery using curriculum assessments results and student work to determine instructional needs in math.	August – June 2007-2010					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
All students and teachers at Pacific Valley School have a right to a secure and productive learning environment. All students and teachers are responsible for doing their part to create a secure and productive learning environment.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Teachers will keep a Master Log of infractions citing the specific code infraction. This log is expected to show an increased % of students meeting Responsible Behavior as the culture of the school changes to incorporate Code.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will clearly review School Wide Code of Conduct with students, parents and community at Back to School Day.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students, teachers, and parents will attend presentation outlining Program. All parties will have a clear understanding regarding behavioral expectation in class and on campus. Each party will have a clear understanding of the process of recording and series of consequences following infractions. Students who demonstrate consistently responsible behavior will have a field trip incentive at the end of each quarter.	August – June					
Teachers will keep updated record of Conduct Code of Compliance on Master Log.	August – June					
Each classroom will have a poster of the Code of Conduct clearly displayed.	August – June					
Staff will continue to implement Optimistic Thinking in grades 4-12	August – June					
ICPS: Inter-cognitive Problem Solving Skills program to be taught School wide.	August – June					
Peer Councilor program for selected students.	August – June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
High School Students required to complete 80 hours of community service for graduation.	August – June					
Nurse from MCOE will come to do Sex	August – June					
Teachers will adhere to the State Standard for the teaching Profession.	August – June					
At collaborative staff meetings, teachers will review and discuss Conduct Code and strategies on how to consistently implement programs.	August – June					
Staff will have opportunity to take infant and child CPR.	August – June					
Staff to continue training in body movement and spatial awareness to help students understand the importance of posture in daily activities.	August – June					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
The School Site council will support LEA goals by allocating funds and monitoring progress. (Based on conclusions from Analysis of Program Components and Student Data pages)
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Listed agenda item for monitoring program participation of sub groups of special education and socio-economically disadvantaged students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher will conduct after school tutoring club twice a week	August – June					
Teachers will supervise incentive Field Trips for students that meet Code of Conduct goal	Each Quarter					
Staff will provide supervision for extended day Kindergarten program	August-June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supervision for fieldtrips						

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Raeanna Thomasson	X				
Gail Chambers		X			
Lynn Byrne				X	
Corine Handy				X	
Matt Johnson					X
Elaine Peltier			X		
Numbers of members of each category:	1	1	1	2	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	State Compensatory Education Advisory Committee	_____ Signature
	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	
	Blue Ribbon Committee	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 10, 2008.

Attested:

Gordon Piffero		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date